

## TEACHER-STUDENT RELATIONSHIP IN PRESENT TIME STUDENTS' PERSPECTIVE

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### **ABSTRACT**

*The aim of this paper is to find out the type of relationship between students and teacher in the classroom in order to improve the learning process. At present, what type of requirement is needed in a classroom has been adjudged according to students' perspective. The study is qualitative in nature involving interviews with randomly selected samples. The study was carried out with a sample size of 60 students from the vicinity of Punjab University Chandigarh and the nearby district Panchkula of Haryana. Findings from the survey show that students want the interactive environment in the classroom.*

**KEYWORDS:** Student, Teacher, Learning, Research, Interactive Environment

### **INTRODUCTION**

Traditionally teacher-student relationships were based on thinking that the teachers have the basic authority and know what is best for the students; students were viewed as inactive recipients of knowledge who always say yes to academic demands without questioning (Castejou & Martinez. 2001). Information technology with changing time has brought a more relaxed atmosphere among the students. The 'Guru-Shishya' authoritarianism is gone. The fear factor is missing. Students want their holistic development. that's why the teacher's role has become more important.

Govt. of India, Ministry of Human Resource Development encourages international cooperation in the field of education including working closely with UNESCO and foreign Governments as well as Universities and colleges to enhance the educational opportunities in the country. (<https://en.wikipedia.org> site accessed on 24/07/2018). In my state of Haryana, Department of Higher Education are looking for the ways to help the students to learn more, faster and career-oriented education through innovative ways. Imparting education is considered to be a demanding act in our society. for this; part of an educator becomes more important. Downey (2008) writes that "teachers need to know how their daily work in classrooms can be infused with interactions and instructional strategies that research has shown can make a positive difference in the lives of students who are at risk of academic failure" (p.56).

That's why a teacher-student relationship in the present context demands importance. "In most organizations, relationships seen as the main way to achieve success." (Yusra Sulaiman Alnasseri, 2014) University Grants Commission, New Delhi has made continuous Academic Reforms in Universities and Colleges for enhancement of quality and excellence (UGC, DO, 30<sup>th</sup> March 2009) under UGC's new initiatives under Eleventh Five-Year Plan, on speedy and sustainable academic and administrative reforms in higher education, a number of institutions have shown favorable

responses. But the gap exists among the students and teachers ? Keeping in mind to remove the gap between the two, this study was done using a questionnaire based on today's conditions from the students' perspectives.

## PURPOSE AND PROCEDURE OF THE STUDY

The objective of the research is to investigate a relationship between teacher and the students in a classroom and how the relationship can improve the learning process?

To achieve our aim, a questionnaire was provided to the students to collect the information. There are no anticipated benefits or harms to the students and teachers. I hope that the procedure adopted or information collected here will help the teachers or the administration to understand the benefits of having a good and positive relationship with the students.

## HYPOTHESIS

It was observed by the author for some years the results in some Govt. Colleges are not coming to the desired levels. Therefore, the question came to the mind of the author what lacks the productive relationship in the classroom nowadays? It was hypothesized that:

- A teacher should shift from the old traditional method of teaching to new technology-based method.
- Teachers, who care for students, should establish a cordial relation with them. It will motivate them and be more successful in learning their contents.

## DATA COLLECTION/METHODOLOGY

The participants for this study include students of Punjab University, Chandigarh, and Graduate Students from Government Post-Graduate College, Sector-1, Panchkula (College of Excellence by UGC) and GCG-11, Chandigarh. Various students of different classes at University and College level were chosen in order to gain different and valid results.

The purpose was to gather students' perception of the teacher-student relationship and how that relationship can affect students in learning? The survey is a valid instrument because they are open-ended questions which allow the respondents to provide their answers in their words and provide qualitative data which is important for study. This method tells the finder or researcher what the participant actually thinks about the topic.

Self- constructed questionnaire was prepared to find out the various parameters of the teacher student relationship. It consisted of 13 statement having different options. The respondent had to mark only 1 option. In last, a statement in the form of remarks was written to express on any aspects of the teacher-student relationship (see questionnaire –Annexure I)

The research design for this study was the qualitative method of asking questions It took about 10-15 minutes to complete and collect the information. The questions were asked by face to face contact and personal interview. Data was completed for the questionnaire in two days by personally visiting the places chosen for study.

## MAJOR FINDINGS AND RESULTS

My goal in conducting this study was to provide specific examples of empirical findings for Teacher-Student relationship. My teaching experience of about 12 years in higher education an educator afforded me to be involved in a

variety of classrooms with a variety of students. These experiences created a lot of questions in my mind after seeing the academic performance of students in the examination. Therefore, the questionnaire was prepared based on the present academic situation in colleges.

After detailed questions asked with the selected samples, results were drawn as discussed below

### Teacher-Student Relationship Varies With Classroom Level

It has been found that classes with too many students are disturbing in nature. It may create problems for the teachers also. During survey, it was found students at the Post-Graduation level want more interaction. Most of the students find the ratio of teacher to student is 1:20 in Post-Graduation and 1: 40 at Under-Graduation level. (See figure1) But the situation in the Government Colleges of Haryana is 1:80. This can create a gap between the students and the teacher to have interacted.

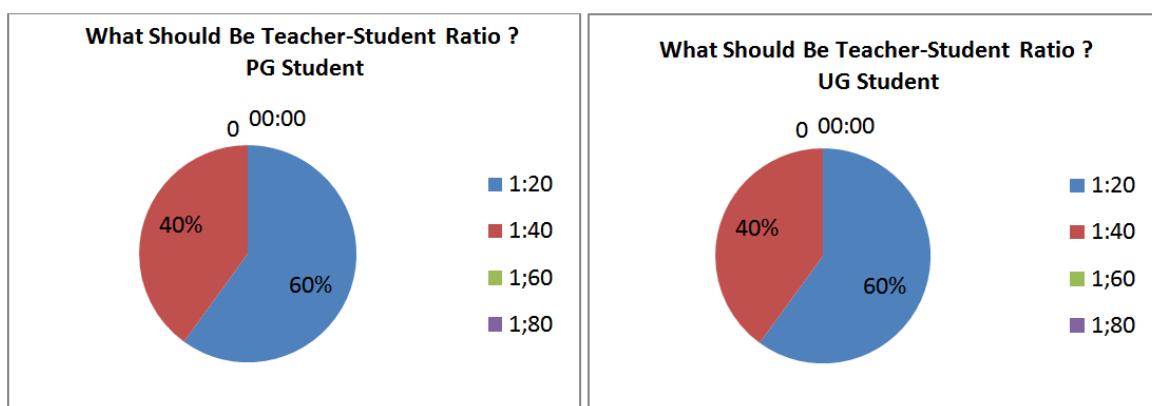


Figure 1: Teacher-Student Ratio

### Teacher-Student Relationship Varies With Verbal Skills

It has been suggested that teacher verbal activity is related to the student achievement. 90 percent of students at P.G. levels and 73.7 percent at graduation level like verbal skills in classrooms, (Figure:2) Respondents said that verbal skills help to encourage students to ask more questions. They feel comfortable when they work in classroom discussion. One student said. "It is real life situation." All the students have supported that the informal interaction between the teacher and student should be more.

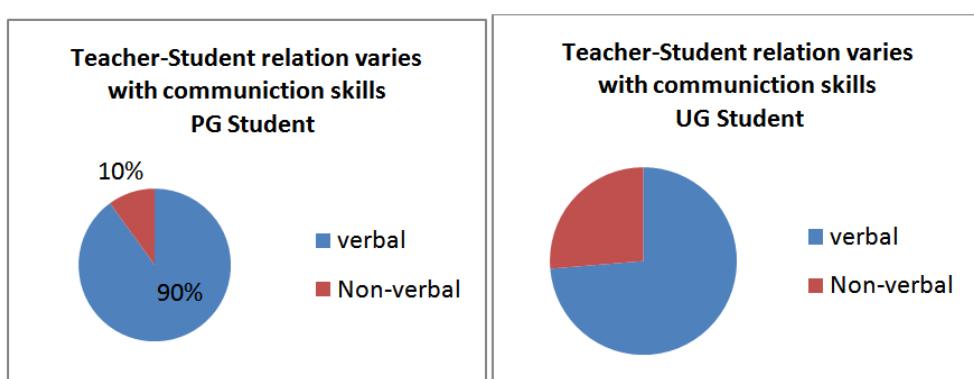


Figure 2: How Comfortable Students Fill With Various Communication Skills?

### Teacher-Student Relationship Varies With the Curriculum Design

Today learning has been based on information technology-based curriculum and position of the real teacher has been replaced by Net Teacher. This view is supported by 83.3 percent Post-Graduation students. They want their curriculum professional based while 53.3 percent undergraduate level want academic-based curriculum. Students do not want bookish knowledge.

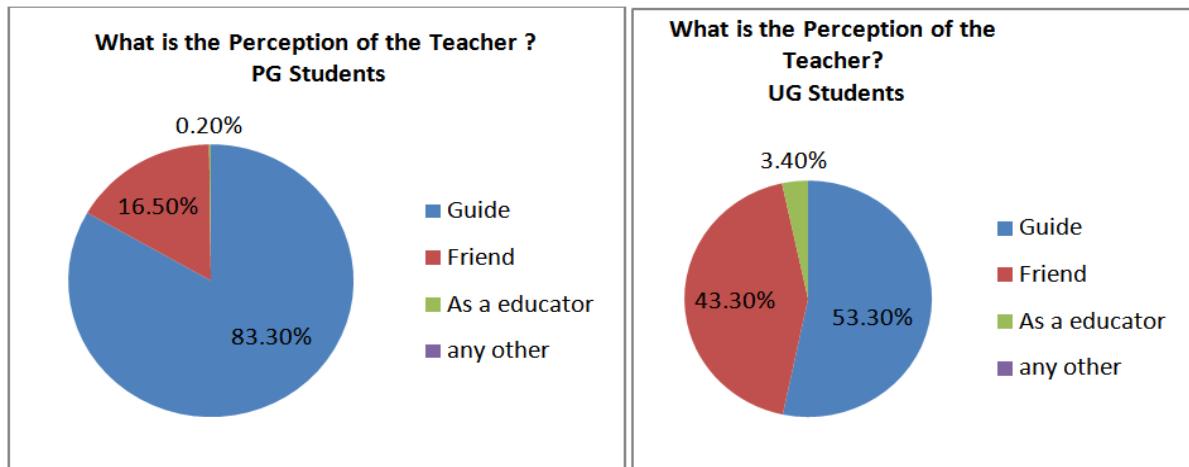


Figure 3

### Teacher-Student Relationship Varies With the Evaluation Of Teachers

80 percent of the students of postgraduate levels want their teacher should be evaluated by them while the only 40 percent undergraduate level students want this.

### Teacher-Student Relationship Varies With Methodology of Teaching

Most of the students at P.G. level do not want bookish knowledge. They want Lecture cum discussion method while teaching; they want to be more interactive. The remarks are given at the end of the questionnaire by the students of M.B.A. "it should be more interactive."

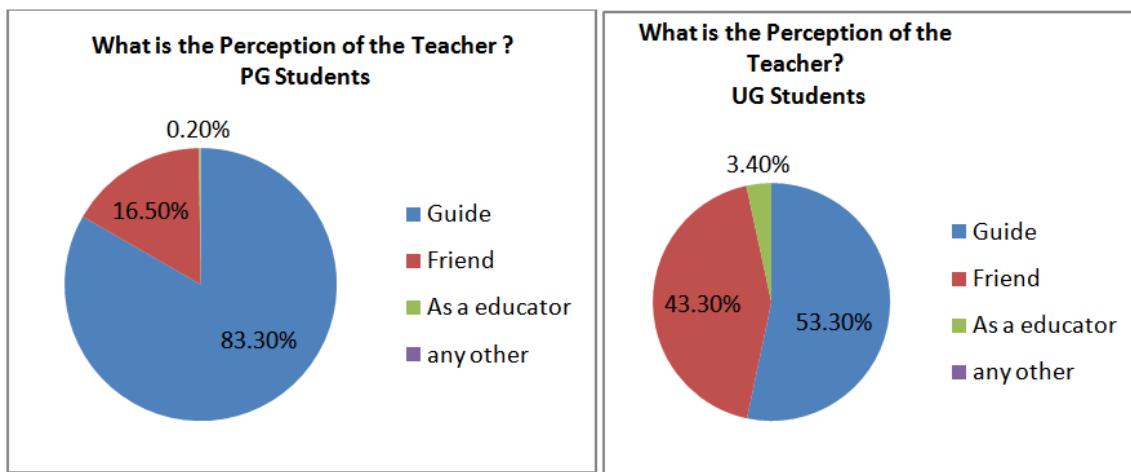
### Teacher-Student Relationship Varies With Extra-Curricular Activities

Extra-curricular activities promote students personally. It makes student-teacher relation more cordial. 56.7 percent of postgraduate and 50 percent of the graduate level like. They remarked that this type of activities does not affect their teaching. Rather they want to live enjoyfull style of life. They want fun in their life. It makes clear various functions should be organized by the various committees like Women Cell, Cultural committees etc. and maximum participation of the students should be taken. Every student must be given choice to become members of 2 committees and teacher-in-charge keep record of all activities to manage the student record.

### Teacher-Student Relationship Varies With Personal Attention of Teachers

Academically weak students should be given more personal attention of and after the regular classes. This view has been supported by 60 percent of the students at both levels of students. This clearly shows how importance the teacher is still having!

## Perception of Students



**Figure 4: Perception of a Teacher**

In the last, it can be clearly that 83.3 percent of Post-Graduation students think the teacher should act as guide/counselor to them while only 16.5 percent consider them as a friend. On the other hand, 53.3 percent of under-graduates views teacher as the guide and 43.3 percent as their friends and only 3.4 percent think teacher only as a teacher for academic purpose only.

## LIMITATIONS

- Despite all sincere attempts, the analysis is limited only to Under-Graduate and Post-Graduate Students. The relationship has been ignored at the school level and Research level.
- The second limitation was that I devoted less time to the survey. It took only 2-3 days to conduct the study
- Another limitation was the low number of samples i.e. 60, the samples were restricted to one university and 2 colleges only. It would be useful if the researcher could use more students from various levels and different institutions.
- Gender-wise separate study was not taken into account; rather responses were taken in combined.
- Despite all sincere attempts, the analysis is limited by the fact that all information is gained through student perception only

## CONCLUSIONS

Although this work may not contribute a lot to educators, yet it may provide a lot of thinking towards strategy or planning making a good relationship between teachers and the students. Teachers must think or apply various approaches to improve the classroom environment. Teachers and students have a give and take relationship that needs constant work. They should keep in mind that the interpersonal relationship is more indispensable for high productivity and the achievements in the education. Finding from the survey show that interaction is essential to the teaching-learning relationship. The senses of motivating students help students to learn more. One of the students of MA I remarked about teacher perception, "Teacher should not be like a leader he or she should be a simple person

from whom no should afraid “a caring teacher will help the students to overcome difficulties.

According to Collier (2005), “Caring facilitates a sense of connection from which spring countless opportunities for learning (P352) we conclude with suggestions for future research on Student-Teacher relationship.

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